DOCUMENT RESUME

ED 328 647 UD 027 907

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TITLE The Design and Implementation of a Mentor Program To Improve the Academic Achievement of Black Male High School Students.
PUB DATE Dec 90
NOTE 59p.; Educational Specialist Practicum Report, Nova University.
PUB TYPE Dissertations/Theses - Practicum Papers (043) -- Reports - Research/Technical (143)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS *Academic Achievement; Black Achievement; Black Education; *Black Students; *Dropout Prevention; Dropout Programs; High Schools; High School Students; *Males; *Mentors; Potential Dropouts; *Program Design; Program Implementation; Urban Schools

ABSTRACT

This practicum paper describes the design and implementation of a mentoring program to improve the academic achievement of black male urban high school students. The program utilizes black adult mentors from both the community and the school's faculty. Mentors function as role models, advisers, and resource persons. The program design includes the following components: (1) a school-based committee responsible for program implementation and for identifying student participants; (2) training for mentors; (3) periodic progress reports prepared by mentors; (4) after-school tutoring; (5) small group counseling; (6) career planning; and (7) program evaluation based on improvement in student test scores. Most of the program was funded from the regular school budget, with supplementary funds provided by the Parent Teachers Association. The program did not meet its overall goals for improving student test scores by one full point, perhaps because the target was unrealistic. However, participants did show improvement in attendance, test results, and postgraduation planning. The following materials are appended: (1) a list of 18 references; (2) 6 tables of statistical data; (3) a student progress report form; and (4) a mentor handbook developed by the school committee. (FMW)

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THE DESIGN AND IMPLEMENTATION OF A MENTOR PROGRAM TO IMPROVE THE ACADEMIC ACHIEVEMENT OF BLACK MALE HIGH SCHOOL STUDENTS

by

MICHAEL C. LAUGHREY

A Practicum Report

Submitted to the Faculty of the Center for the Advancement of Education at Nova University in partial fulfillment of the requirements for the degree of Educational Specialist.

The abstract of this report may be placed in a National Database System for reference.

December/1990

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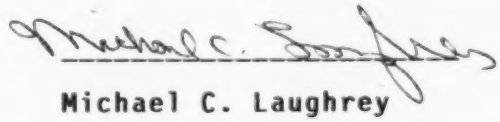

Michael C. Laughrey

Abstract

The Design and Implementation of a Mentor Program to Improve the Academic Achievement of Black Male High School Students
Laughrey, Michael C., 1990: Practicum Report, Nova University, The Center for Advancement of Education.
Descriptors: Black Males/Black Achievement/Black Males in Secondary Education/Role Models/Teacher Student Relationship/Mentors/Dropout Prevention/Potential Dropouts/Dropout Characteristics/

The overall failure on the part of young black males to be successful in the secondary school setting was addressed by the implementation of a community and in-school mentoring program. The overall objective of the project was to improve the academic performance of the targeted student population through the use of black male community based mentors and in-school volunteer faculty mentors. Emphasis was placed on improving grades through tutoring and direct supervision, very close monitoring of attendance, improvement of state-wide test results, and post graduation guidance and goal setting. Both mentoring groups were provided in-service instruction in working with this target group and instructions and guidelines were established by a school-wide committee. Results indicated that realistic goals must be established to determine success and improvement specifically in the academic area is long term in nature. Success was achieved in the area of attendance, test results, and post graduation planning. Recommendations included mentor selection guidelines, grouping possibilities, and the setting of group expectations. Appendices include targeted population data, graphic analysis of the problem in the targeted school, a chart of the results, and a mentor handbook developed by a school committee.

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CHAPTER I

Purpose

Background

The setting for this practicum is a large public urban high school. The school is located in a metropolitan area that is characterized by rapid growth with a stable economic pattern. The school has a total population of approximately 2,400 students. The majority of the students attending this school would be defined as members of middle class families.

Of the 2,400 students at this school 14 percent represent racial/ethnic minority groups. Within this minority population approximately 12 percent of the students are members of the black racial/ethnic group, and because of a school desegregation court order, are bused each day from the inner city. These students are primarily members of the lower socio-economic class as shown by the fact that over 70 percent receive either free or reduced cost lunches. It is from this minority group that the targeted population for this practicum is located. Specifically, this practicum will deal

with black male students which are members of this minority group.

The 150 member faculty of this school is predominantly white and middle class. The faculty is integrated according to court determined guidelines and county policy. There are a total of 16 black teachers. The principal of this school is a black male. The curriculum delivered in the school setting focuses on college preparation. School records document that 47 percent of the graduates graduating in 1989, attend a four year college and 27 percent are attending a junior college. (Fall School Survey,1989) Academic accelerated courses are offered in all major subject areas to meet the needs of the college preparatory group.

The practicum writer is a guidance counselor. Within this position the writers main responsibilities are to provide curriculum advisement, record maintenance, personal/social counseling, and post graduation guidance. The relationship of this writer to the problem is that there is a shared concern with the principal about the needs of specific ethnic and social groups within the school. It is felt the academic performance of these groups is much lower than the average students. Specifically, it is felt that

black male students are in a particular high risk group of performing poorly in school. A review of school records for the years 1986-89, showed that the black male population performed substantially lower in comparison to the schoolwide population in the following areas:

- -of the 44 black males who entered the tenth grade in 1986, 14 matriculated in 1989.
- -the grade point average for non-black students was 2.3 for the 1988-89 school year; however, the black male students averaged 1.3.
- -13 percent of the non-black population was suspended, while 21 percent of the male black population was suspended during the 1988-89 school year. (Fall School Survey, 1989)

It can be seen from the above that concerns for these young men are justified and a plan to help alleviate some of these problems merit consideration.

Problem Statement

"Nearly one of every four young black males is behind bars or on probation or parole." (Flesher, 1990)

This statement highlights the at-risk nature of young black males in our schools and society today. Clearly, more evidence is becoming available that shows the discrepancy between the school population as a whole and the members of the various minority groups. Within our state, a definite emphasis is being placed on the lower performance and retention of minority groups and special tutorial and retention programs have been initiated to help alleviate at least some of the problems.

A 1987 report, issued by the Florida Institute of Education shows that 66 percent of the white students in the state graduate in comparison to 56 percent of the black students. This report continues to show that on the Statewide Student Assessment Test (SSAT), a test of minimum skills all Florida students must pass to acquire a diploma, blacks have always done consistently poorer than all other groups tested. In 1984, 13 percent fewer blacks met the minimum standards, in

1985, 11 percent fewer met the standards, and in 1986, nine percent fewer blacks are passing the minimum standards. (Florida Institute of Education, 1987) Even though there is a slight downward trend in the disparity between black/white percentages passing, the magnitude of the disparity is cause for concern. A few additional aspects of the problem that show cause for concern are (1) over the past five years black students who comprise 23 percent of Florida's total student population average 38 percent of the total retentions, suspensions, corporal punishment, and expulsions, (2) on a statewide student survey , 58 percent of the black students perceived teachers of not having interest in whether they learned or not, and (3) only 6 percent of the total teachers in secondary education are black males where role models are so desperately needed. (Florida Institute of Education, 1987) Even though these statistics refer to a statewide problem, they have relevance to this study, as will be shown by our own schoolwide data.

As stated earlier in this report, there is a significant discrepancy between the graduation rate and the grade point averages of the targeted population and the general school population. This is clearly shown in

the Figure 1, and Figure 2, which gives the specific data for both areas over a four year period of time.(School Records 1986-89) Other areas also show a significant difference between black males and the majority of students at this school. According to a student survey taken in 1989, 84 percent of the white student population chose to follow a college preparatory curriculum, while only eight percent of the black population chose this direction.(Placement and Follow-up, 1989) In terms of disciplinary strategies , 13 percent of the non-black population was suspended, while 21 percent of the black male population was suspended during the 1988-89 school year. Refer to Figure 3 to see that the dropout rate at this school is below the district average for every population except black students. Figure 4 shows that although the black /white ratio has remained constant, the dropout rate for blacks has dramatically increased.(Fall Student Survey, 1986-89) Within the minority population, it is evident that the performance shown by black males revealed critical deficits of the greatest significance.

These discrepancies affect the total success of the school program. Clearly, they represent a failing

Graduation Rate of Black Males

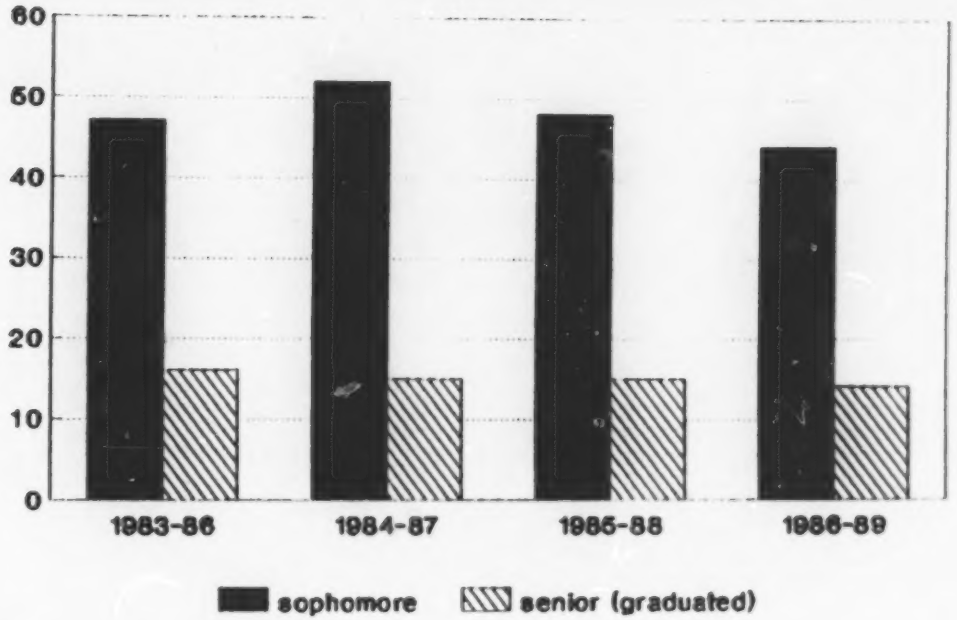

figure 1

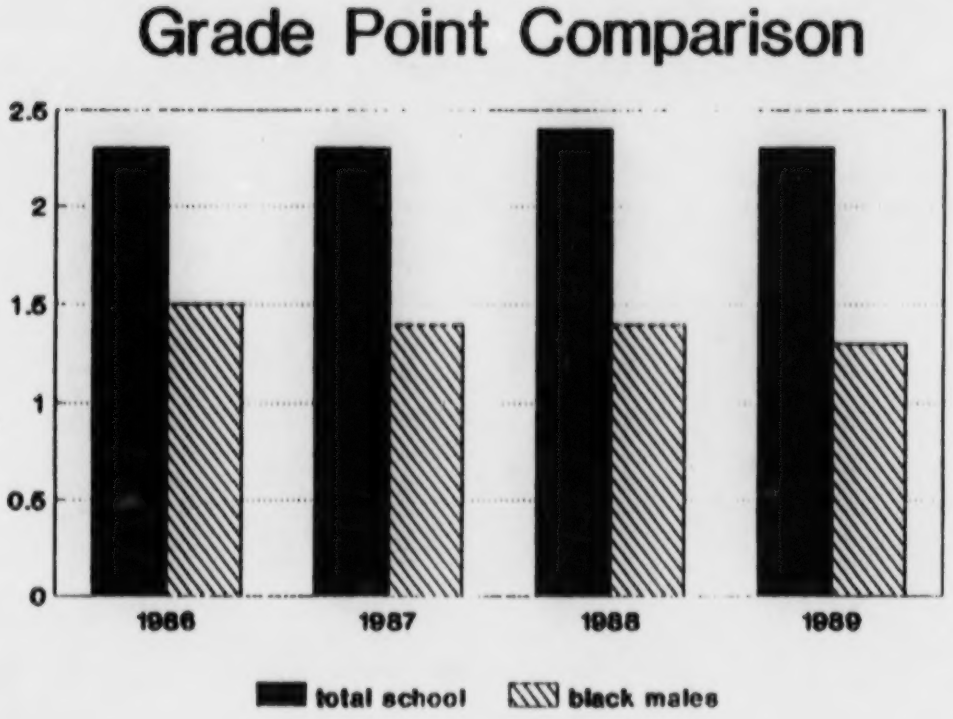
Grade Point Comparison
2.5
2
1.5
1
0.5
0
1986
1987
1988
1989
total school
black males

figure 2

Total School Dropout
1987-1988

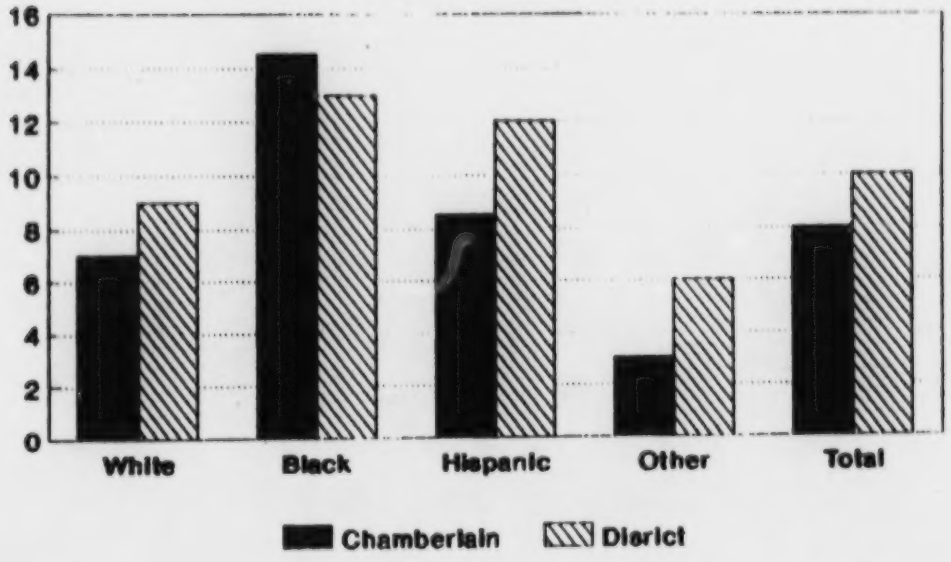

figure 3

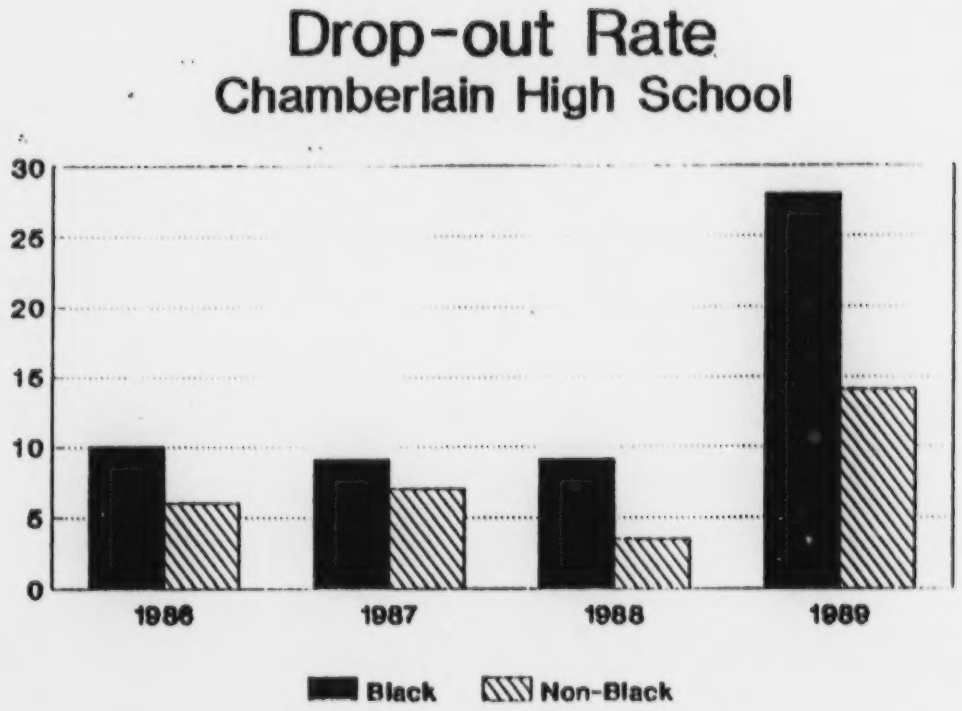
Drop-out Rate
Chamberlain High School
30
25
20
15
10
5
0
1986
1987
1988
1989
Black
Non-Black

figure 4

on the part of either the curriculum or the faculty for meeting the needs of this specific group. The difference highlighted by the above data show failings in all areas of the total school program. All students need the opportunity to be successful in the school setting and clearly this group does not see the need to participate in the same manner as other groups.

The goal of this practicum project is to incorporate a two-focus mentoring program which will provide positive role models for black young male students. What should occur is that these young black males would wish to stay in school as long as other groups, make better grades, do as well on standardized test, avoid discipline problems, and set higher goals for their future.

Outcome Objectives

The goal of this practicum is to establish a Mentor Program for black males that will increase the opportunities for personal and academic success. The following outcome objectives have been written for this practicum:

1. During a nine weeks' grading period, 70 percent of the targeted black male students who are voluntarily participating in the Mentor Program will improve their overall grade point average for all courses taken by one full grade point as measured on the four point grading scale.

2. During a nine weeks' grading period, 70 percent of the targeted black male students who are voluntarily participating in the Mentor Program will attend school at least 41 days which is equivalent to the total school population average as measured on the daily attendance bulletin.

3. During the Spring administration of the State Student Assessment Test Part II (SSAT-II) 90 percent of the targeted black male students who are voluntarily

participating in the Mentor Program, and who have failed the communication section of the SSAT II, will achieve a passing score upon retaking the test.

4. During the Spring administration of the State Student Assessment Test (SATT-II), 90 percent of the targeted black male students' who are voluntarily participating in the Mentor Program, and who have failed the math section of the SSAT II, will achieve a passing score upon retaking the test.

5. During the third nine weeks grading period 100 percent of the targeted black male students who are voluntarily participating in the Mentor Program will increase their understanding of post education/training and career opportunities by completing the Choices and College Selection computer programs in the schools guidance media center.

CHAPTERS II

Research and Solution Strategy

Research

The principal of the high school wanted to initiate a mentor type program to serve the needs of the black male students in his school. This type of program was being used in a local community college, and he was acting as a mentor in that program. The principal felt that a similar program could be set up in our school, and needed someone to coordinate the implementation of this program. A committee was established that included members of the faculty and administrative staff to determine the feasibility and interest of setting up such a program and the writer was chosen to become the coordinator of the program.

The writer attended two inservice presentations which were provided by the district office and were titled "Dropout Prevention Workshop: Identification and Effective Retention Strategies," and "Guidelines for Mentoring Students at Risk of Dropping Out." Cadieux (1990) Both of these workshops were invaluable as a

source of information and ideas to implement the mentoring program.

The first workshop dealt the identification of the school dropout and factors that contributed to this problem. The workshop leaders also provided their blueprint for a successful mentor program. This included:

-job descriptions for faculty members and staff in relation to dropout retention.
-behavioral guidelines for school mentors.
-behavioral expectations of targeted population.

During the workshop, the role of the coordinator was defined. The coordinator was to act as the catalyst, the person who initiated the mentor groups, the meetings, the workshops, the sharing of ideas, and was the liaison between the mentors and school team. The coordinator also ensured follow-up and support.

The second workshop specifically dealt with the qualities of a good high school mentoring program. An outline of how to set a program and specific responsibilities was presented. A more detailed role for the mentor including specific do's and don't's was

supplied. Emphasis was placed on being a role model, not an equal. The questions of confidentiality, communication skills, and problem solving were discussed.

Three studies were most useful in providing needed statistical data to determine the extent of the problem. The first one was, "Who Drops Out of High School? Findings from High School and Beyond. Contractor Report." (Barro, 1987) This report represented the most extensive data on the dropout on a national basis and took into effect locational and economic factors. The study went so far as to break down the dropout rate by region, urban/rural/suburban location, sex, racial/ethnic groups, economic indicators, and academic achievement. "The Undereducation of American Youth," (Cardenas,1988) was also an excellent source of national data on the subject of dropouts and provided statistics similar to the study above. The third study that the write relied on for statistics was, "A Study of the Problems Encountered by Black Students in Florida Secondary Schools and Proposed Solutions." (Florida Institute of Education ,1987) This was an extensive study of the dropout problem in Florida as it directly affected

black students. Statistics and facts were presented that highlighted the plight of this minority group in our state schools. At the conclusion of the report a list of proposals was presented and implementation procedures discussed.

The next step was to research studies which dealt directly with mentoring programs and the problems their programs encountered. Most studies did not deal with mentoring specifically but as a part of a total program to meet the needs of these students. Among the more useful studies was, "Partners in Education: Black Student Opportunity Program."(Phillips ,1987) This report was helpful because it discussed a cooperative program in the Dade County School District between the schools and a local community college with the intent to raise the aspirations of black high school students to a level so that they could attend college. One aspect of this program was the setting up of a 'Black Student Opportunity Mentor Program' which selected mentors from the community from a variety of backgrounds to reinforce the programs efforts in the schools and provide positive role models. Another study that dealt directly with the mentoring concept was, "Students' Perceptions of Mentor Relationships at

Florida A&M University: A Historically Black Institution,"(Ellis, 1988), a study of students enrolled at the university and their perception of the effectiveness of a mentoring relationship. These students' responses provided excellent insight into areas such as reasons for having a mentor relationship, traits of the mentor they admired, behaviors exhibited by the mentor, negative and positive aspects of having a mentor. This study provided firsthand experience of the do's and don't's of a mentor program and the direct feelings of the subjects of the study. Another study that took place at a community college in Arizona, called, "Faculty Mentoring System for Minority Student Retention. Year End Report, 1986-87 Educational Year," (Mendoza,1987) recognized that faculty members can serve as valuable resources to students. In this study faculty members are encouraged to establish on-going contact with assigned minority students and act as personal counselors/mentors. At the conclusion of this study an assessment was taken to determine the impact of the mentor program, and the most telling statistic was the difference in higher retention of students that had mentors in comparison to those that didn't. The information most useful to the writer from this study

was the guidelines presented on how to establish a counselor/mentor relationship and the attitudes and characteristics most necessary to develop a positive relationship. Taking the mentor relationship one step farther and determining its impact was, "Black Male in Jeopardy." (Jones,1986) Emphasis in this study was placed upon the role model that older black men are for young black males. A specific focus was upon the obstacles that black men encounter in society and their need for career goals. "Networking and Mentoring: A Study of Cross-Generational Experiences of Blacks in Graduate and Professional Schools," (Blackwell,1983) looks at the perceived importance of mentoring and networking to blacks in graduate/professional schools and the effect of the experiences on career advancement. The significance of this study was that a definite relationship was established between blacks who participated in the mentor program and their greater degree of career advancement, as contrasted to blacks who did not participate and their lesser degree of career advancement. "A Summary of Project Open Horizons, Phase I: Implementation and Data Analysis," (Grantham,1983) sought an effective methodology for exposing disadvantaged youth to a 'success ideology'

and for literally getting them moving in the right direction. Two of the major findings of this study were, first, that it was very important to change the attitude of young black males towards seeking career information, and second, it was essential to the success of the project that the participants have positive reactions to the achievement-oriented ideology.

Solution Strategy

The specific solution strategy the writer proposes to follow is a combination of many of the successful strategies discussed in the above studies. The mentoring program will utilize two types of mentors. The community mentor will be a black adult male from the local community, specifically members of various black professional, fraternal, and social organizations. The second type of mentor will be an in-school faculty member who volunteers to participate. The role of the mentor will be to serve as a model, adviser, and resource for the targeted students. Mentors will be asked to agree to commit their time, talent, and resources to assist the students in

reaching the program goals and objectives. Parent or guardian involvement and cooperation is essential for the success of the student. Therefore, a parent/mentor relationship should also be established to foster communication during the course of the program. The school will provide expanded tutorial services which may include volunteer teachers, peers, service organizations, volunteers for outside community resources. In order to facilitate greater continuity and to coordinate program objectives, special staffing will occur with respect to administrators, counselors and faculty. In addition, increased information about job placement, career awareness, and scholarship opportunities will be provided by student service personnel. Most importantly, the mentors will be involved as an integral part of the student/school relationship. To further provide the setting for this practicum and to facilitate an environment for success the faculty members will be afforded the opportunity to participate in a Black Awareness workshop. This workshop will be designed to heighten the in-school mentors' awareness of the underlying factors which have contributed in creating this targeted population. Strategies will be presented in the workshop which will

enable the faculty to better understand and work with the students in the program.

CHAPTER III

Methodology

Upon completion of a survey of the available information on mentoring programs, the writer elected to design a program that primarily used a two-focus approach. Students would be assigned community mentors and in-school mentors. Job descriptions for both types of mentors would emphasize improvement in academic acheivement, school attendance, passing the SSAT-II, and career development. The project would involve the cooperation of the students, parents, mentors, teachers, and administrative staff.

The first step taken, was to hold a full day inservice workshop of supportive personnel who would be identified as the Mentor Committee. The members of this committee would be the key members of the project and would have the responsibility of the successful implementation of the mentor program. It should be noted that the members of this committee would not necessarily serve as mentors. The members in attendance were solicited on a volunteer basis and had an expressed interest in the achievement of the black male

subjects. Members included the principal, members of administrative staff, teacher volunteers, and the writer. Assignment of critical tasks would be accomplished at this meeting, in addition to determining the specific approach of this mentoring design.

The principal, with his contacts in the black community, assumed the responsibility of recruiting black males as mentors from the various community, professional, and fraternal organizations available. The in-school mentors were recruited from the faculty at large by the faculty bulletin and a presentation at a faculty meeting by this writer.

The second major goal of this committee was to identify the targeted students. Prior to the committee meeting, the writer had solicited from the faculty, a list of students whom they felt would benefit from this program. A summary of objectives and guidelines for selection was presented to each faculty member and their input requested. From the names submitted, a list was compiled by the writer which included, present grade level, credits earned, grade point average (GPA), status on the SSAT-II, grade level progression status, and average number of absences from the previous

semester grading period. (Appendix A) The committee decided on a targeted population of 25 to begin with, and utilized a draft system to choose these students. Before implementation of this project could take place, one remaining goal of this committee was to establish the following timeline:

Practicum Timeline

Action	Date
Weekly Mentor Committee meetings	Pre-Implementation
Meeting with committee to select targeted students	Pre-Implementation
Breakfast for community mentors and in-school mentors	Pre-Implementation
Meeting with targeted students	Pre-Implementation
Program Implementation	Week 1
Inservice of in-school mentors	Weeks 1,3,5,7
Progress reports circulated by in-school mentors	Weeks 3,5,7,9
Community Mentor's evaluation of mentees	Weeks 3,5,7,9

After school Tutoring (Tuesday and Thursday)	Weeks 1-9
Small group counseling sessions	Weeks 1-9
Choices and College selection sessions (Individually assigned)	Weeks 1-9
Computation of scholastic progress of mentees	Week 10

The above information should provide the reader with the preliminary steps taken to implement this project. A description of actual implementation, data collection, and processes used to monitor progress of targeted students follows.

There were several means that would be utilized to evaluate progress throughout the project. All community based mentors were asked to report at least bi-weekly with the writer their activities with the students and concerns they might have. This was to be accomplished by either telephone conversations, or by mailing a written. All school based mentors were asked to report weekly on an informal basis to the writer and to issue bi-weekly progress reports to the students. These reports were to be turned in to the writer, and were

included in the files of the students. These progress reports included a provision for the students' teachers to report present academic grade in the subject area, attendance, and comments. (Appendix B) Progress reports were to provide up-to-date information on the progress of the students throughout the project.

Since many of the students had failed either part or all of the SSAT-II during earlier testing dates, the students were assigned tutoring sessions and student attendance and performance was monitored by the volunteer tutors. The in-school mentors, compensatory education aides, and the after school instructor provided the actual tutoring sessions. The results of this intensive tutoring could be evaluated based on the performance of the students on the Spring administration of the SSAT-II.

An additional means of evaluating academic progress was attendance and effort put into the after school tutoring program. The mentor project was fortunate in being able to set up an after school tutorial program specifically for the mentor students. This program was made available through funds and a grant obtained through the Adult Education Program at our school. These funds allowed us to hire a part time

teacher for three hours each week to specifically assist the at-risk student. Tutoring sessions were set up on Tuesday and Thursday afternoon immediately after school. Students were asked to attend at least one session per week and tutoring was provided in all subject areas. The progress of each student and attendance at these sessions was closely monitored by the teacher who reported weekly to the writer. In-school mentors were asked to encourage their students to participate in these sessions and to work on subject areas the students were experiencing difficulty with.

With academic concerns being closely monitored, the individual students behavior was the next concern. At the beginning of the project it was determined that one Assistant Principal for Student Affairs, and one guidance counselor would be assigned to all the students in the mentor program. The primary purpose for these assignments was to have a concentration of services and an awareness of the program's goals by both these individuals. The assistant principal handled all discipline concerns of the students and reported these to the mentor committee. The guidance counselor conducted small group sessions on study skills, interpersonal relations, and career guidance. The

counselor handling these services was the writer and progress was monitored directly.

It was decided from the beginning, that open lines of communication between the members of the committee, mentor volunteers, faculty, student mentees, and additional support personnel must be maintained. A schedule of regular meetings was to be established on a bi-weekly basis and attendance by committee members and other interested individuals was encouraged. A primary purpose of these meetings was to maintain constant evaluation of the program and to discuss concerns that might arise. Discussion on the progress of the program and necessary changes would be the central topic.

Resources

The actual financial cost of this project would be very difficult to assess. There were supplies, refreshments, and many man hours that were utilized but actual recordkeeping of expenses were not kept. The funds for this project came from the general budget of the school since this was considered a part of the total school program. The man hours that were provided by the volunteers included their normal school functions and conference periods. After school meetings and activities were attended on a volunteer basis. The cost of the tutorial program was included as a part of the Adult School program and funded through this program. The only additional expenses incurred were for the three breakfast's that were given for the community mentors and this was funded through money donated by a the Parent Teachers Association at the school. The inservice presentation which was provided to the in-school mentors was funded through the teacher inservice program provided by the local school district.

An actual breakdown of the time spent on this project would vary greatly with the different mentors, teachers, administrators, and the writer. A full day

workshop was provided by the building principal and attended by the original organizing committee. Each mentor, both community based and school based, was given a handbook (Appendix C) describing the program and recommended procedures. This was to be used to guide them through the process of being a mentor and provide some idea of time they should devote to their mentor. A very wide range of difference was noted between mentors and many exceeded the minimum hour and half a week that was recommended. Since this project took place throughout the entire school year a specific amount of man hours spent would be very difficult to determine.

A very important resource that was utilized throughout the project was the computer services available in our school. Our school was designated as a Model Technology School by the State Department of Education and an extensive computer network was set up throughout the school and this resource was readily available and utilized by the author for recordkeeping and producing this document.

CHAPTER IV

Results

The primary goal of this practicum was to establish a mentor program for black male students that would increase their opportunities for personal and academic success in our school. It was decided that five objectives should be met in order to determine the success of the program. Objective one stated that during the targeted nine weeks grading period, seventy percent of the mentees should improve their grade point by one full point in comparison to their previously earned overall grade point average. This objective was not met since only forty-four percent of the students showed that much improvement as shown by Table 1. It should be noted that the majority of students did not regress overall but the academic improvements were very slight. The author feels that the objective was unrealistic, taking into consideration the previous success of these students and the time involved with the program. A more realistic goal would have been to note any positive increase in grade achievement in comparison to the past. Academic improvement might be

Targeted Black Male Population
Final Results

Student	Grade	CGPA*	GPA*	Attendance*
1.	11	1.40	2.60	44/45
2.	11	1.80	1.90	43/45
3.	11	2.20	2.10	39/45
4.	10	2.10	3.20	45/45
5.	11	2.40	2.50	45/45
6.	10	2.20	2.00	41/45
7.	11	1.60	2.20	40/45
8.	12	1.70	1.80	42/45
9.	Student dropped out of school.			
10.	11	1.80	2.90	41/45
11.	10	1.30	1.60	38/45
12.	11	1.90	3.00	43/45
13.	12	2.10	2.40	42/45
14.	10	1.80	2.90	41/45
15.	11	1.10	1.30	16/45
16	10	.70	1.90	38/45
17.	Student transferred to new school.			
18.	10	2.10	1.90	41/45
19.	11	2.60	2.30	44/45
20.	12	1.80	2.20	42/45
21.	10	.70	1.90	41/45
22.	11	.90	2.10	38/45
23.	12	2.10	2.20	41/45
24.	10	2.40	2.20	36/45
25.	11	1.60	1.90	41/45

1.CGPA - Cumalative grade point average for all work completed.
2.GPA - Grade point average for nine weeks grading period.
3.Attendance - Number of days attended out of possible 45 days in the nine weeks grading period.

the last area to see major improvement since most of these students have experienced little success in the past.

More success was experienced in meeting the second objective. This objective stated that seventy percent of the mentees would attend forty-one days out of forty-five during the nine weeks grading period. Attendance was a very important goal because it was felt that if this group improved their attendance their academic work would also improve. Table one shows that seventy-two percent of the students meet this goal. The author feels the improvement can be attributed to the bi-weekly progress reports circulated by the in-school mentors and very close monitoring by the Student Affairs office. Conferences were held by the author as soon as absences were noted and students were strongly encouraged to attend school.

The third and fourth objective are very closely intertwined and the results will be discussed together. The state requires that all students show mastery of basic math and communication skills on a statewide assessment test before they receive their diploma. The third objective stated that 90 percent of the mentees

retaking the communication section of the SSAT-II would pass. The fourth objective stated that 90 percent of the mentees retaking the math section would pass. Failure on either section requires that the student retake the test and pass. The mentees in this category received special academic assistance in remedial classes previously assigned because of their failure on the test. Part of the mentor project was to provide these students with intensive tutorial assistance by volunteer teachers and after school special help sessions. All the mentees that retook the test were successful in passing the required sections. It is the author's opinion, that the success of these objectives can be traced to the emphasis placed on passing as a graduation requirement, and the additional tutoring the mentees received. Both tutors and mentees became highly motivated as the test drew near and passing became a very personal matter for both. The author, as the mentees' counselor, received and held conferences with each student when the results became available. It was very gratifying to see the sense of achievement the students felt when they realized they had passed and were successful in their efforts.

The fifth and final objective was solely the responsibility of the author. The goal here was to have 100 percent of the mentees increase their understanding of post education/training and career opportunities by completing the Choices and College Selection computer programs in the guidance media center. This objective was met because each student completed these programs under the author's close supervision. Through the assistance of parent volunteers, the students completed the sessions and were referred according to the results to the appropriate resource person in our school. Those students wanting to attend college were referred to their school counselor, those seeking job or military service information were referred to the occupational counselor. The results were also shared with both the in-school and community mentors.

An additional result that was not a stated objective but the author feels important to share was the bonding that occurred between the mentees and the faculty mentors. The mentees became a cohesive group which provided support to its members in many positive ways. Besides motivating one another, policing each others behavior, and developing lines of communication,

they also became the "in-group" with their own peers. Throughout the project, other black male students were expressing an interest to be part of the group and asking for the same assistance the mentees were receiving. The volunteer faculty members also developed some unique characteristics. The majority of this group were not from the same racial ethnic background and the in-services and group discussions that were held provided a wealth of information to better serve not only the mentee students but all students. The bonding that took place in the majority of cases between the mentors and mentees was very rewarding and both individuals benefited substantially for their efforts.

CHAPTER V

Recommendations

The plight of black males in our contemporary society is very well known and documented.(Flesher,1990) The inability of the black male to succeed in the secondary school setting is the topic of a great deal of concern throughout the nation and much research has dealt with the matter.(Florida Institute of Education, 1987: Jones, 1986) Actual success in dealing with the problem and motivating the student has the for the most part appeared ineffective. The purpose of this practicum was to address this problem with a technique known as mentoring. The results of this study are to be shared with the mentor volunteers, faculty of the target school, and the interested individuals in the school district. Other educators or individuals interested in working with this targeted group might find the results noteworthy and useful in their efforts to assist this group.

The author, as director of this project, feels the most important recommendation to make would be in the soliciting and selection of the mentors. Both community

and in-school mentor selection is critical because of the time involved and necessary commitments that are required. No specific research was made dealing with this matter but a clear relationship was evident with the mentees that were paired with the more dedicated mentors. Those students that experienced a 'positive' relationship showed the greatest gains. Careful selection and communication with the volunteers coupled with their dedication seems essential for success.

The remaining recommendations were compiled at the final end of the year meeting of the school mentor committee. The committee felt that the targeted students would best be served if they could be placed in one class somewhere during the normal school schedule. The recommendation was to place them in a homeroom setting, possibly a TAP (Teachers as Advisors) setting. The purpose here was to concentrate more services and assistance, and to give the group more for group counseling and goal setting. A second important concern of the group was the need for more personal attention to specific hardship cases. Certain students had greater needs than others and needed even more attention and guidance. Another recommendation of the

committee was that a set or rules and expectations should be determined for the mentees. Close supervision of these rules and expectations should be on-going. The committee felt that some of the targeted students abused their special status and rather than take advantage of the opportunities actually abused the privileges offered. The committee felt that mutual cooperation of both sides was necessary and expectations of both groups should be met. The final recommendation that was offered was the need to offer this program to a larger group the following year if adequate community and in-school mentors could be found.

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APPENDICES

Appendix A

Targeted Black Male Population

Targeted Black Male Population

				SSAT			
Name	Grade	Credits	GPA	Com	Math	Status	*Absences
Richard	11	8	0.851	F	F	-	33
Darrell	12	17.5	0.981	P	P	-	10
Romey	11	12.5	1.961	P	P	+	7
Michael	11	14.5	1.933	P	P	+	13
John	11	8	0.833	F	F	-	5
Ricardo	11	10	1.888	P	P	+	2
Willie	10	3.5	1.073	N/A	N/A	-	45
Milo	11	8.5	1.258	P	F	-	47
Keith	11	4	0.736	P	F	-	16
Richard	12	15.5	1.28	P	P	-	17
Vidal	10	3.5	1.07	N/A	N/A	-	20
James	11	10	1.884	N/A	N/A	+	22
Michael	10	5	1.333	N/A	N/A	+	11
Percival	11	13	2.769	P	P	+	1
John	12	14	1.04	F	P	-	18
Herb	10	3	1	N/A	N/A	-	9
Keith	10	6	2.166	N/A	N/A	+	12
Blake	11	9.5	1.384	F	F	-	17
Willie	11	7	0.964	F	F	-	16
Ini	11	13	3.153	P	P	+	3
Fred	12	18.5	1.975	P	P	+	10
Frederick	12	17	1.295	F	F	+	16
Hercules	11	12.5	2.192	P	P	+	2
Michael	11	9	0.964	F	F	-	4
Edmund	12	17	1.76	P	P	+	45
Sammy	11	11.5	1.192	P	P	+	9
Daryl	11	10	1.321	F	F	+	12
Joe	10	5.5	1.75	N/A	N/A	+	12
Wilbert	11	3.5	0.392	N/A	N/A	-	47
Joseph	12	16.5	1.475	P	P	-	5
Rudolph	10	6	1.384	N/A	N/A	+	9
Tim	10	7.5	1.238	N/A	N/A	-	25
Antonio	12	10	0.775	P	P	-	37
Donovan	11	9	1.038	F	F	-	16
Jesse	12	20	3.125	P	P	+	1
Joseph	11	1.5	1.961	P	F	+	19
James	11	11	1.222	F	F	+	6
Michael	12	17	1.975	P	P	+	18
Dereck	11	12.5	2	P	F	+	5
Anthony	11	8	0.888	F	F	+	23
Roy	11	13	2	F	P	+	22
Joseph	10	6	2.75	N/A	N/A	+	7
Erich	12	13	1.119	P	P	-	29
Yohance	11	13	1.84	P	P	+	1
Eddie	10	3.5	1.888	N/A	N/A	-	4
Yusef	11	12.5	2	P	P	+	6

* Average number of absences last semester grading period

Appendix B

Mentor Student Progress Report

MENTOR

STUDENT PROGRESS REPORT

DATE _____

NAME _____ PH. NO. _____

INFORMATION NEEDED IS FOR CURRENT NINE WEEKS

SUBJECT	TEACHER	ABS.	TARDIES	GRADE	REMARKS
1.					
2.					
3.					
4.					
5.					
6.					
7.					

Appendex C

Mentor Program Handbook

MENTOR PROGRAM

CHAMBERLAIN HIGH SCHOOL

RATIONALE

The 1954 Supreme Court Decision, Brown vs. Board of Education, Topeka, Kansas, ignited a series of legal maneuvers to achieve school integration based on the belief that black and white students attending the same schools and studying in the same classrooms would guarantee equality in education. Thirty-five years later and following hundreds of court decisions related to the integration of public schools, equality in education continues to be an elusive goal, particularly for minority students adversely affected by the various structures which have evolved over the past decades. The consequence of failing to achieve equality in education has been devastating to minority students, and many educators as well as outside observers are now realizing that many social experiments regarding school integration are proving detrimental to minority students' growth and development.

There are many reasons for poor performance by minority students in our public schools. Some have little to do with court ordered integration. Nevertheless, the practice of transporting minority students from largely subculturally closed neighborhoods into schools obviously designed and operated for middleclass Americans, is certainly widening educational gaps between white and minority students rather than serving as a panacea, as integration plans were originally envisioned.

Although three and one half decades have passed, arguments over directions which will best serve minority students continue to be debated. Meanwhile, generations of minority students are being lost because of legal decisions and conventional systems which are insensitive to the special needs of minority students. Also, educational reform movements further exacerbate the problem.

Since it is unlikely that the educational system will make drastic changes to address the needs of minority students within the near future, it is incumbent upon educators who are close to the problem to take actions which will supplement our current methods of delivering instructions to minority students. In order to guarantee greater success within the present structure, a number of bold and innovative intervention strategies must be employed. No doubt these strategies will generate some controversy. However, given the obvious poor performance and rate of failures among minority students, the need for different approaches is mandated. There is also a need for specifically designed inservice for professional personnel, with an emphasis upon training that promotes an awareness of student needs so that a higher level of success can be insured once the program is implemented.

The search for answers to problems concerning minority students must be pursued vigorously if we are to consider ourselves competent and responsible professionals. When our education system produces minority graduates who are functional, literate, and contributors to society, we all win.

PHILOSOPHY

We believe that educational opportunity is provided to develop human resources. Education is basic to the preservation of our society and its fundamental freedoms. We believe that Chamberlain High School provides academic, vocational, general curriculum and exceptional student programs that will enable each student to develop to the limit of his/her potential. Our goal is to provide the knowledge and skills necessary to function positively in today's society.

GOAL

The goal of the Chamberlain High School Mentor Program is to increase the opportunities for personal and academic success by supplementing the regular school program for targeted students.

OBJECTIVES

To increase grade point average
To increase attendance rate
To increase percentage passing the state assessment test
To increase the graduation rate
To improve interpersonal communication skills
To increase percentage of students participating in post secondary education/training
To increase awareness of career opportunities
To expose students to a greater variety of potential roles available in society

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TARGETED STUDENTS

A review of our instructional analyses for 1986-89 and other demographic information, showed that the minority population at Chamberlain High School performed substantially lower than the white population on all standardized tests and were consistently higher on all other negative demographic information. For example, of the 44 black males who entered Chamberlain in 1986 only 14 matriculated in 1989. According to a student survey in 1989 84% of the white student population followed a college prep curriculum while only 8% of the black population did. At Chamberlain last year the grade point average for non-black students was 2.3; however, the black students averaged 1.3. In terms of disciplinary strategies, 13% of the non-black population was suspended, while 21% of the black population was. As indicated by Figure (1) the dropout rate at Chamberlain High School is below the district average for every population except blacks. Figure (2) shows that although the black/white ratio has remained constant, the dropout rate for blacks has dramatically increased. Within the minority population it was evident that the performance shown by black males revealed critical deficits of the greatest significance. Therefore, the Chamberlain High School Mentor Program will target 20-25 black males currently enrolled for specific interventions and strategies to reverse this alarming trend.

ROLE OF THE MENTOR

Mentor is defined as "a trusted counselor or guide." The role of the Chamberlain High School mentor is to serve as a model, adviser, and resource for the targeted students. Mentors will agree to commit their time, talent, and resources to assist the students in reaching the program goal and objectives.

PARENT/GUARDIAN INVOLVEMENT

Parent or guardian involvement and cooperation is essential for the success of the student. Therefore, a parent/mentor relationship should be established to foster communication and understanding during the course of the program.

SCHOOL INVOLVEMENT

The school will provide expanded tutorial services which may include teachers, peers, and USF student volunteers. In order to facilitate greater continuity and to coordinate program objectives, special staffing will occur with respect to administrators, counselors, and faculty. In addition, increased information about job placement, career awareness, and scholarship opportunities will be provided by student services personnel. Community resources will also be utilized to enhance the school program. The mentor will be involved as an integral part of the student/school relationship.

FUNDING

In addition to available school based funds, monies will be needed and solicited from the private sector to be used to implement the program. Funds could be utilized for field trips, student personal needs, incentives, and scholarships.

TEACHER INSERVICE

Faculty members will be afforded the opportunity to participate in a workshop designed to heighten their awareness of the underlying factors which have created this targeted population. Strategies will be presented in the workshop which will enable the faculty to better understand and work with the students in the program.

PROGRAM EVALUATION

The uniqueness of this program requires a variety of innovative evaluation methods. Among the indicators of success which will be closely monitored are attendance, Grade Point Average, graduation rate, standardized test results, teacher checklists, disciplinary referrals, job placement, and mentor feedback.

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Date Filmed
July 29, 1991